WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation – Year 10 Australian Curriculum.

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students’ achievement.

Each portfolio comprises a collection of students’ work drawn from a range of assessment tasks. There is no pre-determined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.

THIS PORTFOLIO: YEAR 7 HISTORY

This portfolio provides the following student work samples:

Sample 1  Research report: Emperor of China
Sample 2  Description: Letter
Sample 3  Research report: Ancient wonder
Sample 4  Written response: Ancient Rome

This portfolio of student work shows that the student can suggest specific reasons for change and continuity over time in relation to the legacy of ancient Rome the Banaue rice terraces in the Philippines (WS3, WS4). The student describes the effects of change on societies, individuals and groups (WS3). The student describes events and developments from the perspective of different people who lived at the time, including Emperor Qin Sin Huangdi (WS1). The student explains in detail the role of groups (WS3) and the significance of particular individuals in society, for example, peasants and emperors (WS1, WS2). The student identifies past events and developments that have been interpreted in different ways (WS4).
The student accurately sequences events and developments in relation to China’s history within a chronological framework, using dating conventions to represent and measure time (WS1). When researching, the student develops questions to frame a historical inquiry into the life of Emperor Qin Shi Huangdi and peasants (WS1, WS2). The student identifies and selects a range of sources and locates, compares and uses information to answer inquiry questions (WS1, WS2). The student examines sources to explain points of view in China’s society (WS1, WS2). When interpreting sources, the student identifies their origin and purpose (WS1, WS2). The student develops texts, particularly descriptions (WS2) and explanations (WS4), of how people lived in China and the legacies of the ancient Romans. In developing these texts and organising and presenting their findings, the student uses historical terms and concepts, incorporates relevant sources, and acknowledges their sources of information (WS2, WS3).
Research report: Emperor of China

Year 7 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Summary of task

The student learnt about the social structure, family life, working life and role of religion within ancient China, including the exploration of different dynasties, emperors and the cause and nature of change in society. The focus for this task was on the Emperor Qin Shi Huangdi. The student learnt about methods of historical inquiry and the location of relevant sources.

The student undertook this task as part of their study of ancient China (Depth Study 3 – The Asian world).

The student was asked to:

- identify and locate relevant sources to gather historical information about Qin Shi Huangdi
- use their notes to create a timeline of Qin Shi Huangdi’s life and a written account of his contribution to ancient China which reflected their understanding of the important historical information
- include a bibliography of the main sources used.

The student was given three class lessons and three homework sessions to complete the task.
Research report: Emperor of China

Who was Shi Huangdi

Shi Huangdi was the first emperor of China born in Hanguan, China in 259BC. He was given the name Ying Zheng but after unifying China, changed it to Qin Shi Huangdi which means ‘the first emperor’. He was a ruthless leader making harsh laws for people to follow. However, during his reign he made many changes and built an empire which has had a big influence on modern day China. Shi Huangdi died in 210BC at the age of 49.

Major achievements of Shi Huangdi.
Shi Huangdi unified his country and set about joining the great wall of China. To improve the transport system he had many roads, waterways and bridges built. He built a well known terracotta army to protect him in his elaborate tomb which was built over 20 years. He reformed the legal system and introduced common standards for weights, money, measurements and writing.

Annotations

Identifies Qin Shi Huangdi as a significant Emperor of China.

Recognises that leaders in the past have had a significant influence on present society.

Uses sources to provide a detailed account of the achievements of Qin Shi Huangdi and his significance.
Research report: Emperor of China

The Qin Dynasty

The Qin or Qin Dynasty lasted 15 years, from 221 BC through till 206 BC. Many reforms happened in this important time which allowed China to develop. The dynasty began after China was unified and Shi Huangdi became emperor. The Qin Dynasty saw changes to both government, economy and culture. Unfortunately the dynasty only survived 3 years after Shi Huangdi died.

Shi Huangdi's family

King Zhang Xiang and his wife Zhao Ji are said to be his parents, though his blood father was said to be Lu Buwei who was the prime minister. Shi Huangdi became king when he was just 13 years old and Lu Buwei and Shi Huangdi's mother were his advisers. They acted against him and when found out were banished including forcing his father to kill himself. Shi Huangdi had many concubines and 40 children. Fusu was the first son in line for the throne but his brother Hui Tai tricked Fusu into taking his own life and Hui Tai became the second emperor. He was forced to cut his own throat after murdering over 80 of his siblings only 3 years after becoming emperor. This ended the Qin dynasty.

Annotations

Uses dates to sequence the duration of the dynasty.

Uses headings to organise findings on aspects of the life of Qin Shi Huangdi.
Research report: Emperor of China

Annotations

Explains the motives behind Qin Shi Huangdi’s actions.

Shi Huangdi’s obsession with immortality

Shi Huangdi had lots of enemies and he lived in constant fear for his life because of so many assassination attempts. He sent out hundreds to find elixirs of life in remote mountains and islands. Thousands of workers built him an underground palace where he could spend eternity guarded by 8000 terracotta warriors in an army.
Research report: Emperor of China

Annotations

Creates a timeline of the important events in Qin Shi Huangdi’s life.

Acknowledges sources used in answering questions.

Bibliography

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Qin Shi Huang, First Emperor of China, 2012
www.asianhistory.about.com/od/profilesofatianleaders/p/qinshihunghbi.htm viewed August 2012

Nathaniel Harris, 1999, History of Imperial China, Great Britain, Hamlyn

Philip S, 1998, Step into the Chinese Empire, Lorenz Books, USA
Description: Letter

Year 7 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Summary of task

The student learnt about the social structure, family life, working life and role of religion within ancient China, including the exploration of different dynasties, emperors and the cause and nature of change in society. The focus for this task was on the life of a peasant or a noble.

The student was asked to use sources to locate, compare and select information about a noble or a servant in relation to their housing, working life, clothing, recreation and family structure, and the role of women, trade and everyday living.

The student was given three class lessons and three homework sessions to complete the task.
Dear Tian,

My name is Cheng, I am 13 years old and I am a peasant. I live in China in Tibet. These past few months have been quite a ride, I have dug up so much rice and crops that my hands have so many blisters that they are puffy and red. However, I have to make the master happy. I have so much dirt smudged on my hands, it is not coming off. My parents are so angry with me because I have used all the water supply for the week just trying to get it off.

My house is made out of bamboo, it only has one room and it is very tight and small. This house does get quite hot in the summer. In the winter, I move to the village because that house that we will be staying in is so much warmer. The winter house is made out of mud. I am only allowed in the village if I really need food because we live so close to other people around here it could be easier to get diseases and colds.

Sometimes I get quite bored because I only live with my brother, my father, my mother and my grandfather. My grandfather is the one in charge of our family because he is the oldest and next in charge is my father. My two sisters were sold to the nobles because they wanted girls to make clothes. In addition, to help the mother out because they did not have any girls, they only had three boys. The husband did not want to get divorced because he loved her but he was going to if they could not have male children.
Description: Letter

I get so tired walking up and down rice fields every day, my brother doesn’t do much to help, and my dad is a bit sick now so I do most of it. I wish I could invent a machine that could do it for me, so I just have to steer it around. That is only in my dreams; but it could come true one day! The machines we actually are not like that they are waterwheels and iron plows which we have to push up and down the fields.

In a few years I will be getting married and starting a family of my own.

I do not know whom I am going to get married to but I hope she is pretty and can have boys so they can help me on the farm. My father and grandfather already know whom I am going to get married to. When I ask who she is, they just say she is pretty and she will give me boys.

I hope she is a person who can make good clothes for me, that keep me warm in winter because the clothes that I am wearing now are not that warm. When I am inside, I walk around with an old cloth around me.

My clothes are ripped and baggy and some are too small.

My mum makes my clothes out of hemp and cotton and she is good at it. She also makes clothes and gifts for the master. He is a nobleman and is much wealthier than we are. We have to pay him for letting us live on his land. We also pay him taxes then the left over crops we get to keep. We have to give him as much rice and crops that he needs and as much that his wife can make food for his family, so my mum can use

Annotations

Uses sources to describe the working and personal life of a peasant.

Explains the role of individuals in ancient China, that is of men and women.

Distinguishes between the life of a peasant and the life of a nobleman in a clear and articulate manner.
Description: Letter

the rest for our food. We always have the same meal everyday which
gets quite annoying but that is all we can afford so I guess I can’t
complain because there are other people in the world that don’t get
much food at all.

My interests are painting and drawing, I only do that when I can
because my parents cannot afford it. Therefore, I get stuff from my
sisters when I see them without their masters knowing.

I like helping my father pick the crops. So I know that I helped to
supply the food so I can go to sleep at night saying I have done all I can
to help my family out today.

Every night I pray to the gods of the harvest, Hou-Chi, so we can have
good harvest and the crops grow. I also pray to the god of the rain and
handcrafts, Chih-Nii, so my mum can make good clothes and she can
use the right machines that help her do that, which the master supplies,
and so the rain comes down every night to help our harvest grows.

Bye for now and I hope I can talk to you soon or see you one day.

From Cheng

Annotations

Uses unnamed sources to present a well-researched description of the life of a peasant.

Explains the significance of religion from the perspective of people at the time.
Research report: Ancient wonder

Year 7 History achievement standard

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Summary of task

The student explored the engineering and aesthetic skill evident in some of the many Asian wonders that were built during ancient times (60,000 BC – c. 650 AD). The student undertook this as a part of their study of ‘Investigating the ancient past’ (Depth Study 1).

The student was asked to write a 500 – 700 word report on one Asian wonder for homework that included:

- physical features of the wonder
- when, where, why and who built the wonder
- headings and subheadings
- relevant picture, charts and timelines
- in-text and end-text references.

The student spent two one-hour lessons researching and planning their report.
Research report: Ancient wonder

Annex 3

Main points

Banuaes Rice Terraces

For 2000 years now the Banuaes rice Terraces has kept an interest of food from a land carved by its ancestors on a mountainside. The rice terraces were originally built as a means for local farmers to earn a living and support their families. The huge and amazing rice terrace covers around 4000 square miles and lies 5000 ft above sea level. This is the Filipino people’s pride who have for decades considered it as the 8th man made wonder of the world. End to end the rice terraces would reach half way around the world. The Banuaes Rice Terraces are also known as an ultimate engineering achievement.

The ancestors of the indigenous people made these amazing rice terraces, they were made over 2000 years ago. It is commonly thought that the rice terraces were built with minimal equipment and largely by hand. The Banuaes Rice Terraces are located in the remote areas of the Philippine Cordillera mountain range on the Northern island of Luzon.
Research report: Ancient wonder

Physical features

The Banua rice terraces are mainly green. It covers around 4000 square miles and lies 5000ft above sea level. The Banua rice terraces are also in many layers.

The rice terraces has helped to create a landscape of great beauty that expresses the harmony between humankind and the environment. Also in the Banua rice terraces are many hiking trails. This is one of the major attractions. It was not was until only 13 years ago (1995) that the Banua rice terraces were declared a world heritage site by UNESCO.

Annotations

Uses headings to organise researched information.

Presents a well-researched response using unnamed sources to describe the contemporary significance of the Banua rice terraces, that is its listing as a World Heritage Site.
## Research report: Ancient wonder

### Amount of workers

This Banuae rice terraces has been passed down from generation to generation for many centuries now. As well as the actual rice, terraces’ being made by hand the farming is also done by hand.

Increasing numbers of young people are migrating toward urban areas in search of a far different future. With only a few left to work the fields according to the old ways, the future of the terraces is uncertain. Some 25 to 30 percent of the terraces are abandoned and beginning to deteriorate along with irrigation systems. Due to these concerns, the site was placed on the list of World Heritage in danger in 2001, and it is still here today.

### Bibliography


### Annotations

- Provides reasons for change and continuity of the people and the land over time.
- Acknowledges sources used in the investigation.
Written response: Ancient Rome

Year 7 History achievement standard

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Summary of task

The student learnt about ancient Rome (Depth Study 2) and the legacies for modern society. The student focused on the difference between primary and secondary sources and used them to learn about:

- the physical features of ancient Rome
- Roman technology: for example, building methods, architecture, aqueducts
- discoveries at Pompeii and what they reveal about ancient Rome.

The student was asked to write a response as an end-of-unit in-class response to the following two statements:

1. Explain the ways Romans contributed to our world today.
2. Explain whether or not this statement is true:

   ‘The Romans used and adapted their environment to make life easier. They invented technology and methods of building which were ahead of their time.’

The student was able to refer to their work from the term and their planning for the responses to the questions.
Written response: Ancient Rome

Roman legacies

A legacy that ancient Rome left us was governance.

Government in ancient Rome was the center of heart of how things were run. There, government played the role of deciding how the communities and cities laws, taxes, and distances were operated. Without the Roman government, Rome would have never been as successful. This legacy is important to us because without it there would be no one to make rules and run the country, we would be in anarchy. I strongly think that people in the future would like Roman government as a legacy because of the way that we had kept nearly the exact same system. This tells us that people change through time but not by a lot.

Another legacy given to us by the Romans is law and order. This was made by the Roman government around the time that the Rome started. It played the role of punishing the guilty and releasing the innocent. This legacy is important to our communities now. Why because it does the same thing as the roman law and order system but in a more humanly way. This legacy is important to us so we may be able to tell the guilty from the innocent and give punishments.

Annotations

Describes the importance and role of government in the daily lives of individuals and groups in Roman times.

Suggests the legacy of the Roman government as a reason for continuity of government over time.

Uses unnamed sources and draws conclusions about how the way we lived in the past is similar to the way we live today.

Uses historical terms and concepts such as legacy, aqueducts and government.
Written response: Ancient Rome

Accordingly, we benefit from it because we have the people who lived here and we trust them. Somewhere there are people who are away from us and we are away from them. I would think of the past as one of the most important legacies that the Roman Empire gave us. And it would most definitely be a legacy to people in the future. Sometime of this would be people, design and defence systems.

Romans adapted to their environment to make use of it. This is a statement that should explain itself. Romans adapted their environment to suit them. The evidence is in cities that they built.

The city of Rome was larger than it should have been because of the mountainous terrain around it and its distance from the sea. Why was it so large? Because Rome adapted. They dammed rivers for water. They also used mountains to carry water to cities. Gradually they even used mountains for stone and concrete. This made it easy for Rome to build roads and cities.

Romans left us the biggest and by far the most useful legacies.